



**A STUDY OF PSYCHOLOGICAL WELL-BEING AND
FAMILY ADJUSTMENT IN RELATION TO
SOCIODEMOGRAPHIC VARIABLES AMONG
SCHOOL TEACHERS**

ABSTRACT

THESIS

**SUBMITTED FOR THE DEGREE OF
Doctor of Philosophy**

IN

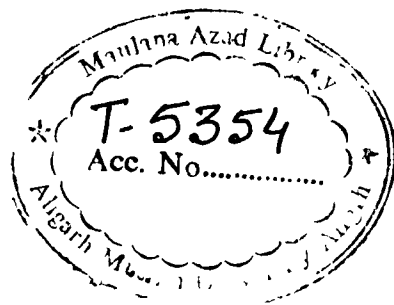
PSYCHOLOGY

BY

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ALIGARH (INDIA)
2000**



ABSTRACT

The problem of adjustment to the family in working women has become so important in our society that psychologists have turned their keen interest in understanding it. The family structure and the type of school have posed a serious threat to the school teacher's adjustive capacities and consequently to their psychological well-being. Sources of stress and lack of support systems in school teachers are increasing day by day due to family problems, financial constraints, relationship with the family members etc. The problem of family maladjustment has become so common that needs serious consideration.

The present study examined the influence of sociodemographic variables (i.e. type of schools and type of family) on the psychological well-being and family adjustment among female school teachers.

Objectives: The main objectives of the present study are:

1. To study the difference between the mean scores of teachers working in private and government schools on the factors of psychic well-being scale namely, good mental health, poor mental health, social supports,

social stressors, work supports, work stressors, personal supports and personal stressors and the overall scale.

2. To study the difference between the mean scores of teachers belonging to nuclear and joint family on the eight factors of psychic well-being scale and the overall scale.
3. To study the difference between the mean scores of teachers working in private and government schools on the factors of family adjustment inventory-personal adjustment, adjustment in family, adjustment with children, adjustment with husband, and adjustment with the elders and relatives and the overall scale.
4. To study the difference between the mean scores of teachers belonging to nuclear and joint family on the factors of family adjustment inventory and the overall scale.

A sample of 200 female school teachers was drawn from Aligarh district of U.P. state. The sample was further divided in terms of sociodemographic variables such as type of schools (private=100, and government=100), and type of family (nuclear=87, and joint=113).

The psychic well-being scale developed by Nishizawa (1996) was used to measure psychological well-being among school teachers. To

know the level of family adjustment of school teachers, family adjustment inventory developed by Singh (1997) was used in this study.

Data were collected individually from the teachers at their work place (i.e., schools). Both the tests were administered in two different sessions. Data were analyzed by means of t-test.

The main findings of the study were:

- Significant differences were found to exist between the mean scores of teachers of private schools and teachers of government schools on good mental health, poor mental health, social supports, social stressors, work supports, work stressors, personal supports and personal stressors, dimensions of psychic well-being scale.
- Teachers of private schools scored significantly higher than the teachers of government schools on the overall score of psychic well-being scale.
- Significant differences were not found to exist between the teachers of nuclear family and the teachers of joint family on 'good mental health, poor mental health, and personal supports factors of psychic well-being scale.
- Significant differences existed between the teachers of nuclear family and the teachers of joint family in the mean scores obtained on social

supports, social stressors, work supports, work stressors, and personal stressors, dimensions of psychic well-being scale.

- Teachers of nuclear family and teachers of joint family did not differ significantly in the over all mean score of psychic well-being scale.
- Teachers of govt. schools as compared to the teachers of private schools scored significantly higher on the personal adjustment, adjustment in family, adjustment with children, adjustment with husband, and adjustment with elders and relatives factors of family adjustment inventory.
- Teachers of government schools scored significantly higher than the teachers of private schools on the family adjustment inventory.
- Teachers of joint family scored significantly higher than the teachers of nuclear family on all the factors of personal adjustment inventory.
- Significant difference was found to exist between the teachers of nuclear family and the teachers of joint family on the overall mean scores of family adjustment inventory.



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***DEDICATED TO MY
BELOVED PARENTS***

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Date: November 14, 2000

Supervisor's Certificate

This is to certify that the thesis entitled "*A Study of Psychological Well-being and Family Adjustment in relation to Sociodemographic variables among school teachers,*" submitted by *Mrs. Reshma Jamal* for the degree of Ph.D. in Psychology, is her original work and has been carried out under my supervision. The thesis is quite fit for submission to the examiners for evaluation.

Akbar Husain
(AKBAR HUSAIN)

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(RESHIMA JAMAL)

Chapter One

INTRODUCTION

Almost every woman is managing the household task responsibility. It is difficult and impossible to find out any non-working woman. However, in addition to their household duties they are also working in offices, schools, factories, homes, hospitals and at many other places as the task force. This certainly puts of them under great pressure and makes them difficult to adjust themselves in various spheres of life.

The working women of the present generation are performing multiple roles such as mother, house-wives, mother in-law, caregiver, employer etc. These roles and responsibilities are thrust on them by the society in which they live and it is also considered that these are all normal and routine works and nothing extraordinary. But these roles and responsibilities often develop several kinds of stresses, maladjustment and affect their psychic well-being. Over the years, formal attention has been paid to the problems of the family adjustment. Female teachers are confronted with problems regarding their home life, school experiences, interactions with colleagues and social relationships.

The purpose of the present investigation is to find out in which area of psychological well-being and family adjustment teachers working in the private and government school differ. Furthermore, the purpose of the present investigation is also to examine the difference between the mean scores of teachers of joint and nuclear family on psychological well-being and family adjustment.

The present study considers two important psychological variables, namely, psychological well-being and family adjustment in the case of school teachers. The detail description of these psychological variables are covered in the following pages.

PSYCHOLOGICAL WELL-BEING

The dimension of human behaviour which is studied in the present study is Psychological/Psychic well-being. Nowhere the relevance of psychology to humans is more evident than subjective well-being or psychological well-being, which is to do with people's feeling about their everyday life activities (Bradburn, 1969; Campbell, 1976; Warr, 1978). Such feelings range from negative mental states (Anxiety, depression dissatisfaction, unhappiness, etc.) to positive aspects of life (good health, satisfaction, happiness, etc.). Psychologists have relatively recently started studying it, but coming up with a lot of good fruits of it in spite of their short

period of studying ; Argyle, 1987; Diener, 1984, 2000; Eysenck, 1990; Stack et al., 1991).

Historical Antecedents: The roots of well-being can be traced from the beginning of human civilization. Since antiquity, it has constituted one of the greatest subjects in the field of philosophy of life as eudemonics (e.g., Aristotle's *Ethica Nicomachea*). Happiness is supposed to be good fruit of religion. The very holy mission of the Jesus Christ's Sermon on the Mount is to bring about true well-being for mankind. So it is the teaching of Shyakhmuni who become Buddha under the Bodhi tree on the bank of the Nairanjana River. "By their fruits shall ye know them" may not be only with regard to the specific religion concerned. It can also be applicable to other great religions in the world. In almost every religion it is claimed that, "by the grace of people's devout faith in the respective religion or religions, walking with love on the righteous way should lead to their true well-being or to true worthiness of life" (Nishizawa, 1998, p.1).

· Since times immemorial men have prayed "Sarve Sukhinah bhavantuu" (Let all enjoy well being). For centuries the emphasis has been on the negative aspect of well-being as emanicipation from suffering, suffering from the consequence of events of actions, or suffering from the tension of desire. The opening verse of the Shrimad Bhagavat speaks of

freedom from three kinds of sufferings (Tape-trays) - physical suffering (Adhibhautike tapa), psychogenic sufferings (adhyatmika tapa) and sufferings originating from unknown forces (adhidaivika tapa). The verses that follow dilate on psychogenic sufferings or Kleshas, those in which human beings get engulfed by the development of disordered (Sauri) personalities caught in anxiety producing illusory fixations or attachments. The physical sufferings involved in disease, old age and death had moved the Buddha to look for resources for emancipation from them, for satisfaction of what Murray (1938) had called the need harmavoidance. ∴

The most important feature of well-being, according to Geeta, is emancipation from anxiety producing fixations and attachments. The Koran talks about Saber, tawakkul and Ghzali made a distinction between three kinds of expression of personality. One of the three expressions, nafse-mutmaina, is contented and satisfying soul; it is opposite to nafs-al-lawwama, the admonishing or troubled soul.

∴ There are some very basic notions which are inherent in the Vedanta telling as that man's well-being depends upon his understanding of the meaning and purpose of life which cannot be taken apart from its creative force and its self-transcending quality, or the will-to-be. From the point of view of the finitude of life, meanings in life are to be found in the reality around us. All problems and sufferings in life tend to arise from

“absorptions” of the creative force of life in pursuits that frustrate its true meaning and are ultimately self-defeating, such as pleasure-seeking, searching for happiness in organic satisfactions and sensory pleasures; or else, they arise under an attitude of irresponsibility toward life and indiscriminate actions. We have observed that these notions enter into all the emphases in the Vedantic view of life. ✓

Concept and Definitions: The concept of well-being is difficult to define since it includes affective, cognitive and motivational aspects of life experiences with subjective feeling of satisfaction. There are so many terms such as ‘satisfaction’, ‘happiness’, ‘hope’, ‘optimism’, ‘positive mental health’, and ‘quality of life’ which are often interchangeably used as equivalent of well-being. These are the examples of the constructs which are sometimes involved in cause-effect studies, sometimes in prediction-criterion studies, and sometimes in search for common variance and clustering studies. It is to be noted that ‘happiness’, and ‘satisfaction’ are two words which are often regarded as equivalent of well-being. Happiness and satisfaction involving many life situations, such as health, marriage, family work, financial situation, educational opportunity, self-esteem, creativity, belongingness and trust in others. ¶

Satisfaction is a over-riding concept which goes beyond the context in which terms like restoration of homeostasis and drive reduction are used. Cantril (1965) found the term more suitable for describing an experience which is unique to human being and is permeated with value overtones. Grichting (1983) investigated happiness (satisfaction construct and gave valuable information with regard to the issue of domain, scope and degree. The term happiness was restricted by him but its ambiguity was also pointed out. The enunciation of domain, scope and degree was an attempt to clarify its meaning concomitants.

.The work on subjective well-being or psychological well-being is carried out under the broad topic of quality of life. Well-being is viewed as a harmonious satisfaction of one's desires and goals (Chekola, 1975). According to Campbell and others (1970), the quality of life is a composite measure of physical, mental and social well-being. Although the subjective well-being or psychological well-being is a very important aspect of quality of life. Levi (1987) defined well-being as a dynamic state of mind characterised by a resonable amount of harmony between an individual abilities, needs and expectations and environmental demands and opportunities. Three features of subjective well-being have been identified : (a) It is based on subjective experience instead of the objective conditions of life (b) It has a positive as well as negative affect, and (c) It is a global

experience as opposed to experience in particular domains such as work (Okun & Stock, 1987).

.There is much confusion about the relation between well-being and quality of life. The WHO defines quality of life as the condition of life resulting from combination of effects of complete range of factors such as those determining health, happiness (including comfort in physical environment and satisfying occupation), education, social and intellectual attainments, freedom of action, justice and freedom of expression. Well being is often regarded as a broader concept which includes standard of living, level of living, and quality of life i.e., subjective well-being. Standard of living is indicated by income, occupation, standard of housing, sanitation and nutrition, the level of provision of health, educational, recreational and other services, level of living is shown by nine components: health, food consumption, education, occupation and working conditions, housing, social security, clothing, recreation and leisure, and human right. These objective characteristics are assumed to influence human well-being. In 1996 the WHOQOL group proposed a broader range of criteria for subjective quality of life comprising 24 facets. The subjective definition of QOL considers that each individual has the right to decide whether his or her life is worthwhile.

{General well-being is defined as “the subjective feeling of contentment, happiness, satisfaction with life” experience and of one’s role

in the world of work, sense of achievement, utility, belongingness and no distress, dissatisfaction or worry, etc.” (Verma & Verma, 1989). They put emphasis on the term “subjective” well-being because they attribute that the above mentioned aspects cannot be evaluated objectively. General well-being is a part of the broad concept of positive mental health, which is not a mere absence of disease or infirmity (Verma, 1988). Verma (1988) opines that the absence of psychological ill-being / ill-health does not necessarily mean presence of psychological well-being. A person can have both conditions poor, both conditions good or, any one of them good, with all its accompanying results. Psychological well-being is a person’s evaluative reactions to his or her life-either in terms of life satisfaction ‘cognitive evaluations’ or affect ‘ongoing emotional reactions’ (Diener & Diener, 1995).

According to Nishizawa (1996) the term “psychic well-being” is generally interpreted almost the same meaning as “happiness” along with one’s cognitive appraisal of how satisfying his or her life has been and is, also encompassing positive future prospect of life, “hope”. It also connotes integrative character of mental healthiness which is supposed to be composed of certain set of stable traits of personality, moral belief system as well as stocks of psycho-behavioural resources connected with one’s main life domains such as home, school or workplace.)

Good life can be defined in terms of “subjective well-being” (SWB) and in colloquial terms is sometimes labeled “happiness”. According to Diener (2000) “SWB refers to people’s evaluations of their lives-evaluations that are both affective and cognitive. People experience abundant SWB when they feel many pleasant and few unpleasant emotions, when they are engaged in interesting activities, when they experience many pleasures and few pains, and when they are satisfied with their lives” (p. 34). The field of SWB focusses on people’s own evaluations of their lives. Diener, Sapyta, and Suh (1998) says that SWB is not sufficient for the good life but it appears to be increasingly necessary for it. ✍

Measurement and Related Issues The lack of agreement regarding the definitions of well-being and related concepts could be conveniently ignored if there was agreement in regard to the items to be included in an operational instrument. Several methodological issues are involved in studying the concept of psychological well-being. The negative aspects of well-being, like anxiety, depression etc. can be assessed through rating scales, self reports, projective test as well as some objective test of personality like MMPI, but the more positive aspects of well-being like happiness, satisfaction, etc. defy measurement, although attributes of positive mental

health have been discussed and being applied widely in psychiatry (Maslow, 1973).

Warr (1978) had examined three kinds of measures of psychological well-being. First tests reported anxiety about the specific features of every day life; second, about specific features of life in general; and third obtains material about positive and negative affect. The last component of well-being was studied by Bradburn on a large sample survey in U.S.A. He found positive and negative affects were uncorrelated, rather the two dimensions were related to quite a different set of variables. Positive affect was associated with higher levels 'social contact and mere exposure to new experiences'. Negative affect was found to be associated with various indices of anxiety, fear of nervous breakdown, physical symptoms of illness, and positive affect was not. Several research studies carried out in U.S.A., and U.K. have broadly confirmed Bradburn's results (Costa & McCrae, 1980; Bryant & Veroff, 1982). Warr further pointed out that several facets of well-being are conceptually and statistically distinct but overlapping. Well-being is not the same as 'happiness' although the later is a component of the former. External factors such as sex, employment position, age, education, work orientation have varying influence on different facets of well-being; e.g. Warr (1978) concluded that unemployed people reported significantly lower well-being and more anxiety than their employed counterparts,

however, employment position was related to aspects of well-being only for high-orientation groups and not for those in the middle-aged groups.

Reviewing the 1956-77 literature on psychological well-being, Kozma and Stones (1978) have pointed out that even in the west, multidimensional approaches to this construct have been used. The major research issues include diverse conceptualization of well-being. The differences in experimental procedures employed and the relationship between well-being and host of related variables such as personality and health. Kozma and Stones advocated a narrow conceptualization of well-being in terms of 'current happiness'. Scanning several studies on the perceived quality of life Campbell (1980) distinguishes three types of well-being: affect, strain and satisfaction. He advocated these three types of evaluation are all related but, without further theoretical classification, wisely keeps them a separate dimensions rather than combining them into an overall index.

The artifact of the questioning procedure or the specific item content pertaining to the affective aspects of everyday life experiences in different cultures, diverse conceptualization of well-being by various investigators and host of related issues of personality and health are methodological challenges. Whether we should operationalize and conceptualize narrowly well-being in terms of current happiness or adhere to what Campbell (1980) had distinguished viz. three types of well-being-affect strain and satisfaction.

Psychologists have been interested in measuring SWB for long, but in the early studies on SWB, researchers studying the facets of happiness usually relied on only a single item instrument to measure each construct. For example, Andrews and Withey (1976) asked respondents “How do you feel about your life as a whole”? Respondents were provided with a seven point response scale ranging from delighted to terrible.

Recently attempts were made to develop more comprehensive instruments of SWB which contain multiple items. The positive and Negative Affect Scale (PANAS) developed by Watson, Clark, and Tellegen (1988) measure both positive and negative affect, each with 10 affect items, and the Satisfaction with Life Scale assesses life satisfaction with items such as “In most ways my life is close to my ideal” and “So far I have gotten the important things I want in life” (Pavot and Diener, 1993). Although the psychometric properties of these scales tend to be strong, they provide only one approach to assessing SWB.

The Depression-Happiness (D-H) scale also deserves consideration because it is also claimed to be a measure of well-being. The scale was developed by McGreal and Joseph (1993): it contains 25 items out of which 13 are scored reversed. The bipolarity of the scale was studied by Joseph and Lewis (1998) who observed that well-being is the opposite pole of depression: “The D-H scale contains a mix of affective, cognitive, and

bodily state items which can be used to provide quick overall assessment of subjective well-being” (p. 542).

(Bhogle and Prakash (1995), developed the Psychological Well-Being Questionnaire (PWB) with the help of factor analysis. They identified the following sources of correlation among 70 items taken from different sources: 1. Meaningfulness, 2. Somatic symptoms, 3. Self-Esteem, 4. Positive affect, 5. Daily activities, 6. Life satisfaction, 7. Suicidal idea, 8. Personal control, 9. Social support, 10. Tension, 11. Wellness, 12. General efficiency.

Nishizawa (1996) constructed the Well-Being Scale (WBS) which comprised eight factors: good and poor mental health, social support and stress, and personal support and stress. Each factor consists of five items. The WBS was found to serve reliable and valid indicator of people's well-being in that Cronbach Alpha 0.70-0.80; test-retest reliability (month interval) 0.79; convergent validity with Goldberg's 12 item GHQ ($r=0.83$) and Kozma and Stones' MUNSH ($r=0.82$).

The QOL developed by Greenly, Greenberg and Brown (1997) assesses subjective quality of life in the following seven areas identified with the help of conformatory factor analysis : 1. Living situations, 2. Finances, 3. Leisure, 4. Family, 5. Social life, 6. Health, 7. Access to medical care.

In the past decade, researchers have used additional types of assessment to obtain a better gauge of long term feelings. In the naturalistic experience-sampling method (ESM), for example, researchers assess respondents 'SWB at random moments in their everyday lives usually over a period of one to four weeks. Sandvik, Diener, and Seiditz (1993) found that one-time self-reported life satisfaction, ESM measures of life satisfaction, reported by friends and relatives, and people's memories of positive versus negative life events intercorrelate at moderate to-strong levels. Moum (1996) found that low life-satisfaction reports pre-directed suicide over the following five years. Lucas, Diener, and Suh (1996) found that SWB measures showed discriminant validity from other related constructs, such as optimism. Thus, there is reason to believe that the existing measures of SWB have some degree of validity (See Diener, 1994, for a review). Nevertheless, when and how the various measures differ have not been explored systematically. For example, Thomas and Diener (1990) found only a modest relation between global and on-line mood reports but researchers do not yet understand what different factors influence the two types of measures.

Despite the encouraging findings, SWB measures can be contaminated by biases. For example, Schwarz and Strake (1999) demonstrated in a series of studies that global measures of life satisfaction

can be influenced by mood at the moment of responding to the scale and by other situational factors. They also found that the ordering of items and other artifacts can influence reports of SWB. Eid and Diener (1999) found, however, that situational factors usually pale in comparison with long-term influences on well-being measures. Another potential problem is that people may respond to SWB scales in socially desirable ways. If they believe that happiness is normatively appropriate, they may report they are happier than other types of assessments may indicate.

Although single-occasion self-reports of SWB have a degree of validity, and interesting conclusions have emerged from studies using them, the artifacts mentioned above suggest caution. For this reason, in the future researchers should more frequently combine other types of measures with one time scales. Although based on self-report, the naturalistic ESM can circumvent some memory and other biases that occur in more global reports. Because people are randomly signaled at many points in time and their moods in their natural life settings are recorded, a more fine-grained record of their experience of well-being is obtained. ESM yields information on how SWB varies across situations and time. Kahneman (1999) argued that ESM ought to be the primary measure of SWB, and Stone, Schiffman, DeVries, and Frijters (1999) reviewed work in this area.

Additional methods, such as physiological measures, reports by informants, and memory and reaction-time measures, also should be included in complete assessments of SWB. Although SWB is by definition subjective, experience can manifest itself in physiology and other channels; self-report is not the only way to assess experience. Because different methods of measuring SWB can produce different scores, a battery of diverse measures will produce the most informative composite. Although each of the alternative measures has its own limitations, the strengths of the different types of measures are often complementary to each other. For example, in the memory measure developed by Sandvik et al. (1993), respondents are asked to generate as many positive and as many negative events from their lives as they can during a short timed period. Thus, with this method researchers can assess individual differences in the relative accessibility of memories for good and bad events and thereby can determine the valence-related structure of how respondents recall their lives.

In addition to using diverse assessment methods, researchers need to use measures of both pleasant and unpleasant affect, because both are major components of SWB. Bradburn and Caplovitz (1965) discovered that these two types of emotions, formerly believed to be polar opposites, from two separable factors that often correlate with different variables. Indeed, their findings provided a major impetus to study positive well-being, rather than

assuming that it is only the absence of ill-being. Good life events and extraversion tend to correlate with pleasant emotions, whereas neuroticism and negative life events covary more strongly with negative emotions. Cacioppo, Gardner, and Bernston (1999) reviewed evidence indicating that separate biological systems subserve pleasant and unpleasant affect. Thus, it is desirable to measure them separately because different conclusions often emerge about the antecedents and consequences of these two types of affect. Although researchers can combine positive and negative affect into an “affect balance” or global “happiness” score, they may lose valuable information about the two types of affect.

τ // Magaletta and Oliver (1999) differentiated among hope, self-efficacy and well-being. Magaletta and Oliver sought the structure underlying the instruments operationalizing the concepts when the unit of analysis was individual items comprising the instruments. They discuss the origin of the constructs of hope, self-efficacy, and optimism. They were of the view that hope includes both will and ways while optimism refers to general expectancy that one will experience good outcome in life. Optimism does not implies the specification of the agency through which the good outcome is realised. Magalleta and Oliver have not explained the construct of well-being beyond stating that it is related to the constructs of hope, efficacy, and optimism. However, the General Well-Being Questionnaire used in the study

is reported to have the following seven higher order factors : 1. Attitudes relevant to health and well-being; 2. Beliefs - ethical and spiritual and broad values that direct such goals as achievement and community with others; 3. Behaviour; health related; 4. Situations representing environmental forces and process, such as work and social settings; 5. Emotions - subjective aspects of feeling stress; 6. Physical complaints : sympoms of physiological and immune dysfunctions; 7. Recent events, recent stressors.

The maximum likelihood method of factor analysis yielded four factors showing that will, ways, self-efficiency and optimism are related but not identical constructs. The hierarchical multiple regression analyses that were done to predict well-being to find unique contribution of the predictors and would enable to differentiate between them.

✓ The findings of the study conducted by Magaletta and Oliver (1999) suggest that hope, self-efficacy, and well-being might all be thought of as cognitive sets that might reflect a positive orientation towards experience and thus contribute to well-being. It is further suggested that the major difference in hope and well-being appears to lie in their temporal orientation, hope refers to future, well-being has always been measured regarding the recent past.

Oishi, Diener, and Lucas (1999) illustrate the use of daily-diary method, propose 'value-as-a-moderator' model of well-being and make use of hierarchical linear model approach which allows a more stringent test of whether higher level variables explain the degree of relations among the variables within-individual, without losing lower level variations. The following conclusions and comments by the investigators deserve attention: "In short, satisfaction within the domain relevant to the salient life tasks at the time is more strongly related to global life satisfaction, than satisfaction with the domain irrelevant to the life tasks" (p. 162). The examination of individual, developmental, and cross-cultural variations in the processes of well-being is a promising pathway to gain insight into nature of subjective well-being.

The construct of well-being is a multidimensional and value laden. This imperatives takes us to a very simple construction of well-being. "It is a hallmark of the subjective well-being area that it centers on the person's own judgement, not upon the criterion judged to be important by the researcher" (Diener, 1984).

Hasan (2000) has raised some of the important issues involved in the construction of well-being.

(a) "Whether well-being is a dispositional trait, a state, or a process"?

- (b) “Should we pay attention to cognitive evaluation of life and emotional state but not to the factors which evoke positive emotions and blocked the possibility of the experience of negative emotions”?
- (c) “Should we assume that well-being of a child is the same kind of experience as well-being of a healthy young man and senior citizen”?

Hasan (2000) suggested some of the well known methods and procedures of construct validation. (1) Group comparison (2) Study of change over occasions (3) Multitrait-multimethod matrix for determining convergent and divergent validity (4) Use of factor analysis and multiple regression analysis. While the last mentioned method is now frequently used by Indian psychologists to develop instruments, the multitrait-multimethod procedure is still ignored.

• ***ADJUSTMENT: CONCEPT AND DEFINITIONS***

Adjustment is a psychological process by which an individual manages to cope successfully with various demands of day-to-day life. A well-adjusted individual is good in mental health, he or she is not duly distressed by stressors.

The concept of adjustment is used both in the commonsense world and in the scientific world to indicate certain type of behaviour or a group.

Though in the psychological world it refers to the behaviour of the individual it can be applied also to a group of people in a particular situation. It is an act of adjusting or adaptation for a particular purpose. It is the state of being adjusted. It is also the act of bringing something into conformity with the external requirement. In the psychological world it is stated that it is a process of establishing a satisfactory relationship between the individual and his environment. During the course of interaction people learn to change their behaviour so as to get along with other people.

The word adjustment came into popular use in psychology during the 1930s and was given strong endorsement by Shaffer and Shoben (1956) in his classical book "The psychology of adjustment". It mainly emphasized the biological adaptation of the organism to its environment. Later on in 1961 Lazarus published his famous work "Pattern of Adjustment".

The review of literature on 'adjustment' clearly indicates that the concept of adjustment has been defined variously. Biologist, educationists, mental hygienists, psychologists and other behavioral scientists have explained and described the 'adjustment' in their own ways. The definitions of adjustment given by psychologists are reviewed in the following paragraphs.

Karen and Weitz (1955) state that the organism is having certain needs or desires that must be fulfilled in order to adjust itself to the environment. As a result of this organism changes, its behaviours in various ways for maintaining its behaviour in the environment.

Lehner and Kube (1964) and Coleman (1956) say that it is a continuous process of interaction between ourselves and our environment and it is the effectiveness of an individual efforts to meet his needs. Lazarus (1961) states that adjustment consists of psychological processes by which the individual manages or copes with various demands of pressures.

Maas (1970) defined adjustment as the ability to get along with others. Fredenberg (1971) said adjustment involves transactions with the environment which may result in a change in one's behaviour, or a change in the environment or both. Each one of us experiences both internal as well as external needs. Adjustive behaviour may be viewed as concerned with three levels of adjustment, those meeting the psychological and the sociological needs of the individual. Pareek et al. (1976) conceive of adjustment in terms of one's orientation towards his parents, peers, school and himself in terms of the satisfaction he derives from his interactional relationship with the significant others and himself. "Adjustment may be defined as your continuous interaction with your self, with other people, and with your

world”, (Calhoun & Acocella, 1978, p.12). These three factors are constantly acting upon them as well.

· The concept of adjustment refers to active, creative efforts to live effectively, Newman and Newman (1981) consider five aspects of adjustment for the effective living. They are :

1. gaining skills through interaction with one’s world.
2. a degree of control over one’s daily life.
3. successfully meet the challenges of life.
4. self-understanding.
5. the ability to make accurate judgements about the people and places in one’s life.

Review of the literature on adjustment suggests that most of the psychologists agree on the definition of adjustment in terms of achieving a balance between one’s own internal demands and requirements of the environment or between internal psychological forces and external condition. For all purposes adjustment is taken to be process and not a condition.

The adjustment process is multidimensional. This aspect of adjustment has been emphasized by Shaffer and Shoben (1956) said that "Adjustment is a process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of needs". These needs can be biogenic, originating in society, personal or communal or arising from any other conceivable source.

Coleman (1960) states, "The process by which an organism attempts to meet the demands upon it by its own nature and by its environment is called adjustment. Madigan (1962) states, "Since the demands of our environment are many and varied, effective living is a complex cycle of ceaseless inner-outer adjustments". According to Lindgren and Marie (1965) the term adjustment means that the persons must accommodate themselves in order to meet certain demands of their environment. Singh (1982) described adjustment as a process that makes men to learn to deal effectively with the environmental demands and strains and to get satisfaction of internal needs and urges.

Hussain (1996) says that while dealing with adjustment as a process we are confronted by two factors - environmental demands, and needs and motives to be satisfied. There is always a conflict between these two forces which call for an adjustive process. And that behaviour has been considered

adjustive behaviour which makes a harmony between the individual and environmental demands and thus helps the individual in achieving a harmonious, stable and satisfying relationship with his environment. Madigan (1962) states, "If the conflicts are solved to satisfy the individual's needs within the tenets approved by society, the individual is considered adjusted". Adjustment also requires a harmonious inter-relationship within the individual of his various behavioural tendencies. The function of adjustment is to bring about a stable equilibrium among the various components of these two types of stimulations have been referred to as motivating stimuli which are perceived as uncomfortable or distressing. The individual's behaviour is directed toward the reduction of such stimuli, facing external and internal realities (Sappenfield, 1961).

In the adjustment of female teachers, their occupational or vocational adjustment plays an important role, the school environment or the type of school influence over the family adjustment of the teachers. The occupational world of the teachers dominates their mode of family adjustment. The degree of satisfaction with the choice of occupation, working conditions, relationship with colleagues and principal, financial satisfaction and chances of promotion, decide one's adjustment to one's occupation and contributes significantly towards one's overall adjustment.

THEORIES OF ADJUSTMENT: Psychologists have developed a number of theories in order to explain what constitutes good and bad adjustment. Theories have become quite famous because they have influenced the way that we look at life. Therefore, it is imperative for us to explain each theory in brief.

Psychodynamic Theory Freud's (1933) theory of personality is based on two very original ideas. The first idea was that human behaviour is ruled primarily not by a reason but by irrational instincts-aggression instincts and sexual instincts. The second idea was that only a tiny portion of our thoughts and actions emerge from conscious mental processes, the major influence on our behaviour is the unconscious. Freud said that there is a close relationship between the kind and degree of adjustment of an individual and the functioning of his id, ego, and superego.

According to Freud, maladjustment or neurosis occurs when a person's upbringing has resulted in the development of a weak ego - an ego that cannot mediate between the id's demands for instinct gratification and the superego's demands for moral conduct. When this happens, the individual falls victim to anxiety, fearing that instincts will take over and/or that his superego will punish him for violating moral standard.

On the other side, a well-adjusted personality is one in which childhood development has allowed the id, the ego, and the superego to develop in some harmony. In this case, the ego can find ways to satisfy id instincts without violating the limits imposed by the superego and by reality. The id's irrational instincts still form the basis of emotion and behaviour but they are routed by the ego into realistic and morally acceptable channels - ideally working and loving. Thus a man with powerful sexual drives will not try to bad down every women in night, nor will he be overwhelmed by guilt over his sexual desires. Rather, the ego will find a compromise between the id (sexual desires) and the superego (prohibition and guilt). Thus, the man could have a normal and loving sexual relationship with one women and channelise sexual energy into construction activity, perhaps painting beautiful women. In other words, in the well adjusted person, id energy is still the driving force of the personality, but it leads to intimacy and creativity rather than to aggression or mindless sexual indulgence.

Neo-Freudian Theory: Neo-Freudians - Adler, Horney, Erikson and Fromm - objected to certain aspects of Freudian theory. Their main objection was that Freud had overemphasized the role of the id, the selfish, instinctual side of the personality. According to the Neo-Freudian, the ego - the rational, reality-oriented, and creative side of the personality - was as important as the id and deserved as much attention. Furthermore, they

argued that Freud had ignored an extremely important fact: that human beings are social creatures. They said that the sign of a good adjustment was the full development of the individual's social potential, his or her ability to form warm and caring relationships with others.

The most crucial aspect of the individual's growth is whether he can develop a strong personal identity while at the same time remaining open to intimacy with others. Conflicts between the sense of self and the demands of other invariably arise during development. If these conflicts are poorly handled- or if the individual's "others" (e.g. parents) are overbearing or indifferent - then the individual's sense of identity will be weak. Consequently, fear over threats to his identity will prevent him from forming close relationships with others. If on the other hand, conflicts between identity-formation and social demands are handled in a reasonable and loving fashion, then the individual will be able to show love and concern for others without being afraid that he is sacrificing his identity and his uniqueness. In other words, he will be able to achieve a good adjustment.

Behavioural Theory: Behaviorists proposed that psychology be studied in terms of specific, measurable behaviours - things you could see, hear and count (Watson, 1913) and specific, measurable causes of these behaviours. According to this theory, people engage themselves in certain behaviours

because they have learned, through previous experiences, to associate these behaviours with rewards. Likewise, people stop engaging themselves in certain behaviours because these behaviours either have not been rewarded or have been punished. All behaviours, no matter how adjustive or maladjustive, are learned behaviours. The well-adjusted person is a person who has learned behaviours that help him to deal successfully with life's demands. And the maladjusted person is a person who has learned behaviours that prevent him from dealing successfully with life's demands.

Many behavioural psychologists like, Bandura, Mischel, and Rotter have broadened this theory and posit that behaviour cannot be explained solely in terms of external rewards and punishments. Thoughts and emotions (i.e. internal events) must also be taken into account. According to these theorist, behaviours may be originally learned through external rewards and punishments but they are often maintained by internal rewards (pride and self-respect) and internal punishments (Shame and Guilt). However, these thinkers still agree with the early behaviourists' argument that adjustment and maladjustment are names that we give to learned behaviours that either help or hinder a person in coping with life.

Connectionism Theory: The theory of connectionism was propounded by Edward Lee Thorndike. This theory explains learning as bond connection

between stimulus and responses. Thorndike explains adjustment process in terms of his laws of exercise and effect. Thorndike states that an individual tends to adjust to a situation or condition to the extent that he has experienced with it. Moreover, a person is likely to adjust satisfactorily to a situation or condition or to an interpersonal relationship, if he derives pleasure from the experience. Inadequate adjustment is associated with annoying or unsatisfying experience.

Gestalt Theory: Kohler stresses the totality of human relation to stimulation by a whole or entire learning situation. According to the Gestaltists, a person reacts to a situation in the form of a configuration or Gestalt, in terms of his valence (the positive or negative stimulus influence upon him of objects, situation, or conditions). Through insight the individual gains an understanding of his adjustment problems and learns to react to them as an integrated person.

- **Humanistic Theory:** Humanistic psychologists including Carl Rogers, Abraham H. Maslow and Gordon Allport argue that ideal adjustment involves a great deal more than simply coping, or even coping happily, with the circumstances of your life. Rather adjustment requires that the individual develops all her human capabilities to the fullest. It is not enough to meet one's basic needs for food, warmth, respect, and love; the individual must

proceed beyond these satisfactions to the fulfillment of some ideal that is uniquely hers and generated only by herself. This process of realizing one's unique potential is called self-actualization. Without it, the individual may gratify her basic needs, but she will not grow psychologically.

Essential to the process of self-actualization is a flexible self-concept. If the individual's expectations for herself are narrow and rigid, she will have to deny large portions of her experience and spend all her energies defending her self-concept. But if she can meet life openly and accept her responses to experience, then she will achieve the idea adjustment - that is, continual growth - based on a firm self-esteem.

Existential Theory: Existential theorists such as Viktor Frankl, Ludwig Binswanger and Rollo May hold a dynamic view of the personality. This means that they are most concerned with the individual's ability to move beyond simply adjusting to the environment and to become something according to his own personal ideas. However, unlike the humanists, existentialists place greater emphasis on the difficulties of breaking through to this state of free "becoming".

Existentialists regard human being as totally free and therefore as totally responsible for what they make of themselves. Furthermore, they see human life as threatened by the nothingness of death and by the pressures

toward empty social conformity, a sort of spiritual death. According to existential psychology, the truly adjusted individual is the one who shows the most spiritual courage: the one who makes his own decisions; takes responsibility for the way he lives his life; pursues his own unique values, and therefore finds meaning in his existence. In short, existential theory regards responsibility and free choice as the foundations of good adjustment.

The theories described above may be categorized into two categories, namely, pragmatic and idealistic. Each of the five major psychological theories of adjustment stresses certain specific characteristics - creativity, love, intimacy, successful learning, growth, self-direction, and so on - as being particularly essential to good adjustment. However, according to Calhoun and Acocella (1978) "good adjustment varies with the situation and the values each of us holds".

FAMILY ADJUSTMENT

Adjustment of an individual with the family is probably the most significant aspect of life toward happy and successful living. In the family an individual develops adjustment patterns that are basic to his largest social

interactions as well as to the relationship with his family members. The family is the basic unit of society. Family is the basic institution which imparts training to the individual in the development of desirable social attitudes and behaviour patterns. Social intimacy of family life gives rise to the understanding of individual rights and responsibilities, the use and abuse of authority, and the principles of organised group living. It is the family where intimate relations originate. Family life may build up intimate relations harmoniously or disharmoniously.

The fact that family life influences and is influenced by effective response is itself a significant cause of the difficulties experienced by many individuals in their attempt to achieve satisfactory family adjustments. The intimacy between the members of the family and their experiences is an important factor of maximizing family relationships. Individual's relationship to his family member and his emotional reactions towards them signifies the traditional values of joint family. The adjustive experiences begin early in the home of his parents and continue later as an adult in his own home. Family adjustment is also associated with the religion, occupational group and organisation to which one belongs as well as one's own personality.

The status of any school is largely determined by the effective teaching or the way the teacher works effectively. It is the teacher who

provides inspiration, direction and meaning to all the activities of the school. If the teacher does not perform his/her duty conscientiously or work effectively, then the whole school climate or status would collapse. Hence the place of teacher in the school system is of paramount importance. In our country, the teacher in the school neither gets good salary nor has sufficient power. For many women, teaching profession become a stepping stone for achieving higher goals, and better professional opportunities.

Although the government and private schools are governed by same rules and regulations, yet it is generally believed and observed that there is a large difference in the conditions of these schools with regard to the security of service, actual salary given, load of work given to teachers, constraints of showing very good results in board examinations, facilities provided and disciplinary actions taken. In the light of such observations, the present study advanced a hypothesis that 'significant differences would exist between the teachers of private and government school, and between the teachers of joint and nuclear family on the dimensions of family adjustment and psychological well-being.

Need of the study

There is a dearth of studies in the field of subjective well-being or psychological well-being in relation to measurement cognition and

temperament. Further research is needed to examine the influence of sociodemographic variables on psychological well-being, especially among school teachers.

Studies on family adjustment among school teachers are rather scanty. There is a great need to explore the extent of family adjustment among school teachers working in private and govt. schools, vis-a-vis belonging to joint and nuclear family.

Objectives The present study has set the following objectives:

1. To study the difference between the mean scores of teachers working in private and government schools on the factors of psychic well-being scale namely, good mental health, poor mental health, social supports, social stressors, work supports, work stressors, personal supports and personal stressors and the overall scale.
2. To study the difference between the mean scores of teachers belonging to nuclear and joint family on the eight factors of psychic well-being scale and the overall scale.
3. To study the difference between the mean scores of teachers working in private and government schools on the factors of family adjustment inventory--personal adjustment, adjustment in family, adjustment with

children, adjustment with husband, and adjustment with the elders and relatives, and the overall scale.

4. To study the difference between the mean scores of teachers belonging to nuclear and joint family on the factors of family adjustment inventory and the overall scale.

Chapter Two

METHODOLOGY

The aim of the present investigation was to study psychological well-being and family adjustment among female teachers belonging to different type of schools (private and govt.) and type of family (joint and nuclear).

SAMPLE:

The sample considered of two hundred (N=200) female school teachers. They were selected from private and government schools of Aligarh city through purposive sampling. The sample was also further split on the basis of a sociodemographic variable, i.e., type of family (joint = 113 and nuclear = 87). The teachers length of service was from 3 years to 18 years and all the teachers were married. The education level of govt. school teachers was graduate / postgraduate degree with B. Ed. degree. The education level of private school teachers was from graduate to postgraduate degree with or without B. Ed. The teachers' husbands mostly were in government service though some were involved in business.

.TOOLS:

Psychic Well-being Scale (PWBS) The psychic well-being scale (PWBS) developed by Nishizawa (1996) was used to assess psychological well-being of the school teachers. The scale comprised forty statements which measure

eight dimensions of well-being. They are good mental health, poor mental health, social supports, social stressors, work supports, work stressors, personal supports, and personal stressors. Each factor consists of five items. The PWBS was found to serve a reliable and valid indicator of peoples well-being in that Cronbach Alpha 0.7-0.8, test-retest reliability (month interval) 0.79, Convergent validity with Goldbergs 12-item GHQ ($r=0.83$) and Kozma and Stones' MUNSH ($r=0.82$).

Family Adjustment Inventory (FAI)

To know family adjustment of married school teachers, family adjustment inventory developed by Singh (1997) was used. The FAI consisted of 84 items. There are five areas, namely, personal adjustment, adjustment in family, adjustment with children, adjustment with husband, and adjustment with the elders and relatives. Reliability of the inventory by test-retest method and the split-half method were 0.80 and 0.83.

PROCEDURE

The two scales along with personal data sheet were administered on the teacher individually at their schools. Prior to data collection teachers were informed about the purpose of the study and they were assured that

their responses would be kept strictly confidential and will be used for the research purpose only.

DATA ANALYSIS

Data were analysed by means of t-test. t-test was used to determine the significance of difference between the mean scores of (a) teachers of private schools and teachers of govt. schools (b) teachers of joint family and teachers of nuclear family on the various dimensions of psychic well-being scale and family adjustment inventory and the overall scores obtained on these scales.

Chapter Three

RESULTS AND DISCUSSION

The data analyzed by means of t-test are presented in the following tables.

Table 1: Showing comparison between the mean scores of Teachers of Private Schools (TPS) and Teachers of Government Schools (TGS) on the various factors of psychic well-being scale.

Good Mental Health

Subjects	N	Mean	SD	SE _D	t value	P
TPS	100	19.25	4.43			
				.69	12.53	<.001
TGS	100	10.60	5.48			

Poor Mental Health

Subjects	N	Mean	S.D.	SE _D	t value	P
TPS	100	11.75	4.71			
				.71	10.07	<.001
TGS	100	18.90	5.55			

Social Supports

Subjects	N	Mean	S.D.	SE _D	t value	P
TPS	100	18.15	4.51	1.51		
				.68	10.88	<.001
TGS	100	10.75	5.21			

Social Stressors

Subjects	N	Mean	S.D.	SE _D	t value	P
TPS	100	9.75	3.34			
				.57	12.71	<.001
TGS	100	17.00	4.74			

Work Stressors

Subjects	N	Mean	S.D.	SE _D	t value	P
TPS	100	20.55	4.75			
				.68	13.82	<.001
TGS	100	11.15	5.10			

Work Stressors

Subjects	N	Mean	S.D.	SE _D	t value	P
TPS	100	12.30	4.23			
				.62	11.61	<.001
TGS	100	19.50	4.66			

Personal Supports

Subjects	N	Mean	S.D.	SE _D	t value	P
TPS	100	18.95	4.40			
				.67	12.46	<.001
TGS	100	10.60	5.24			

Personal Stressors

Subjects	N	Mean	S.D.	SE _D	t value	P
TPS	100	12.20	4.57			
				.74	9.52	<.001
TGS	100	19.25	6.01			

Table 2: Showing comparison between the mean scores of Teachers of Private Schools (TPS) and Teachers of Government Schools (TGS) on the overall scores of psychic well-being scale.

Subjects	N	Mean	S.D.	SE _D	t value	P
TPS	100	122.10	13.65			
				1.38	4.67	<.01
TGS	100	115.65	3.26			

Table 3: Showing comparison between the mean scores of Teachers of Nuclear Family (TNF) and Teachers of Joint Family (TJF) on the various factors of psychic well-being scale.

Good Mental Health

Subjects	N	Mean	S.D.	SE _D	t value	P
TNF	87	15.79	6.51			
				.91	1.69	>.05
TJF	113	14.25	6.58			

Poor Mental Health

Subjects	N	Mean	S.D.	SE _D	t value	P
TNF	87	14.52	6.24			
				.87	1.62	>.05
TJF	113	15.93	6.22			

Social Supports

Subjects	N	Mean	S.D.	SE _D	t value	P
TNF	87	15.85	6.09			
				.83	2.98	<.01
TJF	113	13.37	5.92			

Social Stressors

Subjects	N	Mean	S.D.	SE _D	t value	P
TNF	87	12.17	5.22			
				.75	2.84	<.01
TJF	113	14.30	5.48			

Work Supports

Subjects	N	Mean	S.D.	SE _D	t value	P
TNF	87	17.28	6.83			
				.93	2.73	<.01
TJF	113	14.74	6.58			

Work Stressors

Subjects	N	Mean	S.D.	SE _D	t value	P
TNF	87	14.75	5.55			
				.78	2.58	<.05
TJF	113	16.77	5.69			

Personal Supports

Subjects	N	Mean	S.D.	SE _D	t value	P
TNF	87	13.55	6.61			
				.90	.63	>.05
TJF	113	14.12	6.40			

Personal Stressors

Subjects	N	Mean	S.D.	SE _D	t value	P
TNF	87	14.24	6.24			
				.87	3.01	<.01
TJF	113	16.86	6.29			

Table 4: Showing comparison between the overall mean scores of Teachers of Nuclear Family (TNF) and Teachers of Joint Family (TJF) on the psychic well-being scale.

Subjects	N	Mean	S.D.	SE _D	t value	P
TNF	87	118.89	10.64			
				1.41	.58	> .05
TJF	113	118.06	9.71			

Table 5: Showing comparison between the mean scores of Teachers of Private Schools (TPS) and Teachers of Government Schools (TGS) on the various factors of Family Adjustment Inventory.

Personal Adjustment

Subjects	N	Mean	S.D.	SE _D	t value	P
TPS	100	10.95	5.88			
				.95	11.68	<.001
TGS	100	22.05	7.66			

Adjustment in Family

Subjects	N	Mean	S.D.	SE _D	t value	P
TPS	100	10.10	6.07			
				1.12	12.63	<.001
TGS	100	24.25	9.67			

Adjustment With Children

Subjects	N	Mean	S.D.	SE _D	t value	P
TPS	100	8.05	6.68			
				1.12	13.03	<.001
TGS	100	22.65	9.18			

Adjustment With Husband

Subjects	N	Mean	S.D.	SE _D	t value	P
TPS	100	7.55	7.99			
				1.04	12.01	<.001
TGS	100	20.05	6.88			

Adjustment With Elders and Relatives

Subjects	N	Mean	S.D.	SE _D	t value	P
TPS	100	5.50	3.84			
				.66	11.21	<.001
TGS	100	12.90	5.54			

Table 6: Showing comparison between the mean scores of Teachers of Private Schools (TPS) and Teachers of Government Schools (TGS) on the overall score of Family Adjustment Inventory.

Subjects	N	Mean	S.D.	SE _D	t value	P
TPS	100	42.30	25.76			
				4.26	14.36	<.001
TGS	100	103.50	34.59			

Table 7: Showing comparison between the mean score of Teachers of Nuclear Family (TNF) and Teachers of Joint Family (TJF) on the various factors of Family Adjustment Inventory.

Personal Adjustment

Subjects	N	Mean	S.D.	SE _D	t value	P
TNF	87	14.98	9.08			
				1.21	2.21	<.05
TJF	113	17.66	8.40			

Adjustment in family

Subjects	N	Mean	S.D.	SE _D	t value	P
TNF	87	15.04	9.89			
				1.47	2.71	<.01
TJF	113	19.03	10.98			

Adjustment with children

Subjects	N	Mean	S.D.	SE _D	t value	P
TNF	87	13.20	10.53			
				1.47	2.78	<.01
TJF	113	17.30	10.56			

Adjustment with Husband

Subjects	N	Mean	S.D.	SE _D	t value	P
TNF	87	11.42	9.60			
				1.38	3.04	<.01
TJF	113	15.62	9.43			

Adjustment with Elders and Relatives

Subjects	N	Mean	S.D.	SE _D	t value	P
TNF	87	7.86	5.63			
				.79	3.0	<.01
TJF	113	10.23	5.75			

Table 8: Showing comparison between the overall mean scores of Teachers of Nuclear Family (TNF) and Teachers of Joint Family (TJF) on the Family.

Adjustment Inventory.

Subjects	N	Mean	S.D.	SE _D	t value	P
TNF	87	60.33	41.47			
				5.81	3.47	<.01
TJF	113	80.53	41.60			

PSYCHOLOGICAL WELL-BEING

Teachers of private schools and teachers of govt. schools differed significantly on good mental health ($t=12.53$, $p < .001$), poor mental health ($t=10.01$, $p < .001$), social supports ($t=10.88$, $p < .001$), social stressors ($t=12.71$, $p < .001$), work supports ($t=13.82$, $p < .001$), work stressors ($t=11.61$, $p < .001$), personal supports ($t=12.46$, $p < .001$), and personal stressors ($t=9.52$, $p < .001$), factors of psychic well being scale. Teachers of private schools scored significantly higher than the teachers of govt. schools ($t=4.67$, $p < .01$) on the overall mean scores of psychic well-being scale.

Perusal of table 3 clearly indicates that the significant differences existed between the teachers of nuclear family and teachers of joint family on social supports ($t=2.98$, $p < .01$), social stressors ($t=2.84$, $p < .01$), work supports ($t=2.73$, $p < .01$), work stressors ($t=2.58$, $p < .01$), and personal stressors ($t=3.01$, $p < .01$) dimensions of psychic well-being scale. Teachers of nuclear family and teachers of joint family did not differ significantly in the mean scores obtained on the good mental health ($t=1.69$, $p > .05$), poor mental health ($t=1.62$, $p > .05$) and personal supports ($t=0.63$, $p > .05$) dimensions of psychic well-being. Significant difference was not found to exist between the teachers of nuclear family and the teachers of joint family in the overall mean scores ($t=.58$, $p > .05$) obtained on the psychic well-being scale.

The mean score of teachers of private schools is higher than the mean score of teachers of govt. schools, on good mental health dimension of psychic well-being scale. Whereas the teachers of the govt. school scoring higher on poor mental health dimension of psychic well-being scale than their counterparts. These findings suggest that the teachers of private and govt. schools are varying from good to poor mental health.

The good mentally healthy teachers of private schools have expressed a mature attitude towards their better life. That is, they are “full of energy and enthusiasm about life,” and “generally satisfied with the life,” often investigate or try new things,” and “have dreams or aspirations for a better life,”. On the other hand, the poor mentally healthy teachers of govt. schools suffer from many psychological and physical disorders. They often give evidence of moody, depressed, restless, tired, insomnia, headaches, back / neck pains, dizziness, etc. Between these two forms of mental health, teachers of private and govt. schools can be found varying degrees of mental and emotional stability, and adjustment to home, vocational, and social conditions and situations.

The results for ‘social supports’ dimension suggest that the teachers of private schools are significantly receiving more social supports than the teachers of govt. schools. Specifically, the psychological impairment is greatest among teachers of govt. schools because they have limited sources

of social support as opposed to teachers of private schools who have adequate sources of social support. Social support appears to have major direct effect on teachers' psychological well-being. This finding can also be explained in terms of the stress-buffering model which suggests that effective social support modifies the effects of stress; Specifically, the effect of stress on psychological impairment is greatest among teachers of govt. schools as opposed to adequate sources of social support among teachers of private schools, By implication, the lack of social support from family, neighbours, friends, or companions may itself constitute a source of stress among teachers of govt. schools. Thus, the perception of adequate social support is beneficial in the maintenance of psychological well-being.

Teachers of govt. schools scored significantly higher than the teachers of private schools on 'social stressors' factor of psychic well-being scale. The occurrence of undesirable life events such as caring, facing insult by the people, or separation from the family may be assumed to produce stress among the teachers of govt. schools because they usually require life change and readjustment. Life events may create strains or intensify the behavioral problems and, thus may produce stressors.

The teachers of private schools have expressed lower level of social stressors than their counterparts. This finding suggests that the effect of stressors on psychic well-being or psychological health of the teachers of

private schools is not resulted frequently and their psychic well-being depends to a greater extent on their ability to cope with stressors and its consequences.

In the case of teachers of private schools employment is a rewarding experience for them and has a positive impact on their psychological well-being but this is clearly not the case with the teachers of govt. schools. Teaching, to a greater extent is the socially-sanctioned role for women. Teachers of govt. schools may feel dissatisfied with jobs and may feel powerless to alter the source of their strain, which may in turn be a major source of low level of work supports. The difference on work supports dimensions among the private and govt. school teachers appear to be related to whether or not the work support of teachers of private school appears to be strongly dependent upon their relationship with their work mates.

The mean scores of teachers of govt. schools was significantly higher on 'work stressors' factor of psychic well-being scale in comparison to those of the teachers of private schools. This finding indicates that the work stressors are the major threats to teachers' well-being and performance. In the case of teachers of govt. schools, work stressors can be caused by taxing demands such as "to do too much work," "no chance to rest", "to fight to go ahead," etc. at the workplace or by unfavourable conditions. Various events or conditions at work perhaps do not produce serious adverse consequences

to the private schools teachers' psychological well-being. This is due to the great amount of their ability to cope successfully with the problems they experienced more frequently in the workplace. In the private schools career development is adequate for teachers in terms of promotion and security as well as the job offers to them, consequently, they have lower level of work stress.

On 'personal Supports' dimension of psychic well being scale teachers of private schools and teachers of govt. schools differed significantly. This finding implies that the teachers of private schools are receiving high level of personal supports, that is why they are less likely to show psychological mal-adjustment in the face of stress. In the case of teachers of private schools, personal supports protect them against the negative impact of stress and this may be important in maintaining happy living and in coping with stressful events than their counterparts.

Result revealed that the teachers of govt. schools as compared to the teachers of private schools perceived significantly higher level of 'personal stressors'. That is, personal stressors do affect the psychological well-being of the teachers of govt. schools to a greater extent. In today's fast changing world, one is under stress related to almost every aspect of life and this affects the psychological well-being. In the case of teachers of govt. schools, the most important sources of personal stress could be the absence of

adequate skills, difficulty in decision making, and lack of support. Between these two type of schools, teachers can be found to have varying degrees of personal stressors in relation to home, school, vocational, and social conditions and situations.

Teachers of the private schools as compared to the teachers of the govt. schools scored significantly higher on the psychic well-being scale. Specifically, the significant difference between the teachers of private schools and govt. schools can be attributed in terms of perceived health problems, satisfaction / dissatisfaction with life, and health care practices, etc. The psychological well-being of teachers of private schools implies that they are well-adjusted individuals and have mature attitude towards their life experiences. The poor psychological well-being of the govt. teachers indicates that they experience many frustrations in their daily lives. They often give evidence of feeling like “giving up and running away” which indicates that they may be asocial in maintaining their relationships with other persons.

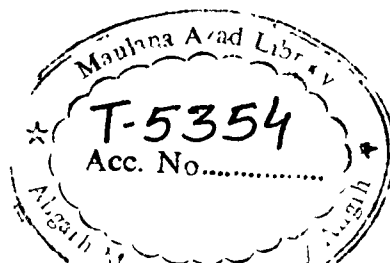
Significant differences were not found between the mean scores of teachers who belong to nuclear family and teachers who belongs to joint family on “good mental health”, “poor mental health”, and “personal supports”, dimensions of psychic well-being scale. These findings indicate that how the teachers evaluate their lives in the form of mental health, and

support perspectives. Teachers of nuclear and joint family value almost equally both the positive and negative aspects of well-being. Thus, both the groups of teachers may be said to have similar level of mental health and personal supports.

Teachers of nuclear family have scored significantly higher than the teachers of joint family on social supports, and work supports dimensions. Whereas the teachers of joint family scored significantly higher on social stressors, work stressors and personal stressors factors. These findings indicate that the evaluation of psychological well-being is affected by the type of family to which the teachers belong.

FAMILY ADJUSTMENT

Significant differences were found between the mean scores of teachers of private schools and teachers of govt. schools on personal adjustment ($t=11.68$, $p < .001$), adjustment in family ($t=12.63$, $p > .001$), adjustment with children ($t=13.03$, $p < .001$), adjustment with husband ($t=12.01$, $p < .001$), and adjustment with the elders and relatives ($t=11.21$, $p < .001$), dimensions of family adjustment inventory. The teachers of govt. schools scored significantly higher than the teachers of private schools on the overall mean scores obtained on family adjustment inventory.



Teachers of joint family as compared to the teachers of nuclear family have scored significantly higher on personal adjustment ($t=2.21$, $p < .05$), adjustment in family ($t=2.71$, $p < .01$), adjustment with children ($t=2.78$, $p < .01$), adjustment with husband ($t=3.04$, $p < .01$), and adjustment with elders and relatives ($t=3.0$, $p < .01$) factors of personal adjustment inventory. Significant difference was found to exist between the teachers of nuclear family and the teachers of joint family in the overall mean scores obtained on the family adjustment inventory.

The mean adjustment scores of teachers representing the govt. schools were found to be significantly higher than the mean adjustment score of teachers belonging to private schools on all the factors of family adjustment inventory-personal adjustment, adjustment in family, adjustment with children, adjustment with husband, and adjustment with elders and relatives. The findings of the present study clearly demonstrate that the type of school affect adjustment level of teachers independently and in relation to others. Teachers who are well-adjusted may be more satisfied with the support they are receiving and in personal competence. The family involvement of such women may not be more disrupted and at risk for disturbance. Moreover, teachers of govt. schools may not be likely to experience stressful interpersonal events and more conflict in their family relationships. Teachers of govt. schools may also be described as more affiliative and concerned

with the relationship than the teachers of private school. The personal level of adjustment is more important to cope with the tensions that arise from problems with family members.

Significant difference was found to exist between the teachers of govt. schools and the teachers of private schools on “adjustment in family” dimension of family adjustment inventory. This finding suggests that the teachers of govt. schools’ adjustment in family means accepting values, playing out family roles, developing affection and having their own values and goals similar to those held by other family members. Perhaps these are the central features do not hold by the teachers of private schools. In general, women are also expected to forego their own needs and comfort for the sake of their family members. Adjustment with the family members, therefore, assumes great significance if work and family roles have to co-exist.

There was significance of difference between the mean score of teachers of govt. schools and the mean score of teachers of private schools on “adjustment with children” factor of family adjustment inventory. Result suggests that teachers’ role as the mothers in the family have several expressive functions such as protectors, care givers and as the socialization agents. The ways that teachers interpret their role as mother have life long implication for the adjustment for children. That is, mother makes self role identification easy for the children and satisfies both the emotional and task

needs. In this respect teachers of govt. schools as compared to the teachers of private schools may be viewed as more adaptive and committed to the welfare of their children. It may be inferred from the finding that the teachers of govt. schools are deeply involved in parenting and maintaining relationship with their children.

In comparison to the teachers of private schools, teachers of govt. schools scored higher on “adjustment with husbands” factor. That is, the type of institution does affect the level of adjustment of the teachers with their husbands. This finding indicates that having adjustment with spouse lowers the probability that a person will become depressed by occupational or institutional stress, or financial problems. The importance of having adjustment with their spouse is particularly important for the teachers of govt. schools because they are frequently faced with a condition of role overload and the demands of job and home making. It is clear from the finding that for the teachers of private schools, the supportive relationship with the husband is very much required because it provides the firm foundation for emotional well-being.

On “adjustment with elders and relatives” factor of family adjustment inventory teachers of govt. schools and teachers of private schools did differ significantly. That is, the former group has reported higher level of adjustment than the latter. Irrespective of the type of school, teachers’

adjustment depends to a greater extent on their ability to cope with the event and the consequences associated with it. The adjustment between the teachers and their elderly members much depends upon how the elderly are cared for and loved, esteemed and valued, and belongs to a network of a communication. The manifestation of the lower level of adjustment with elders among teachers of private schools can be viewed as the strain, whether it is the response of the family system, or by physical disease /psychiatric disorders. The changing role has been also led by more older people being on their own rather than in being a part of the joint family as in the past.

Significant differences were found between the mean scored of teachers who belong to joint family and the teachers who belong to nuclear family, on all the factors of family adjustment inventory. These findings imply that the successful adjustment to human relationships among teachers is determined by the type of family to which they belong.

Adjustment at the personal level consists of a series of questions pertaining to the physical, mental, emotional, home and work problems that does affect to a greater extent to the teachers of either type of family. Personal adjustment of the joint family teachers implies the fulfillment of needs associated with social and family welfare, attainment of economic security and peace at home. The teachers of joint family in comparison to

the teachers of nuclear family need more these basic life requirements. They also experience many changes, desires, urges, and ambitions associated with family adjustment.

The adjustment in family is found to be significantly more associated with the teachers of joint than those of the teachers of nuclear family. Family is one of the most important spheres for the adjustment of every individual towards successful living. Teacher's adjustment in family implies the close and intimate relationship with the family members and the development of desirable social attitudes and habits of behavior. Teachers of nuclear family have expressed lack of adjustment in family. This may be a significant cause to their occupational role and consequently to achieve their satisfactory family adjustments. Like an individual a teacher is also an integral part of the family which reflects in its accustomed behavior and interactions the standards and ideals of the social group of the type of family she belongs.

Teachers of nuclear family and teachers of joint family did differ significantly in the mean scores on "adjustment with children" factor of family adjustment inventory. Since teacher is moulder of children habits, ideals, and aspirations in the school, her adjustment with them is of paramount importance. In her home a teacher who belong to the joint family may experience her greatest thrills of successful achievement by providing

security, sympathy and developing intimate relationships with her children. Irrespective of the type of family a teacher belongs she is supreme in its opportunities for the social and moral development of children in her home and social. Teachers who belong to joint family, their adjustment with children also suggests that they are adjusted to their daily schedule of activities and they have developed satisfactory social relationships.

On 'adjustment with husband' factor of family adjustment inventory significant difference existed between the teachers of nuclear family and joint family. Teachers as wives' adjustment with husbands depends much upon their ability, singly and together, to fulfill adequately the responsibilities and functions of the marital state. Teachers' adjustment with husband implies the marital adjustment. In the present study marital adjustment is, therefore, significantly higher among teachers of joint family than the teachers of nuclear family. The mutual relationship between the teachers of the joint family and with their husbands may be interpreted by the husbands changing their attitude in the elements such as income and proximity to relatives does seems to affect quality of life. No matter what type of family a teacher belongs adjustment of wives with their husbands is continuous requirement.

Significant difference was found to exist between the teachers of nuclear family and the teachers of joint family on 'adjustment with elders

and relatives' factor of family adjustment inventory. One of the basic causes of family adjustment or maladjustment is found in the type of relationship which exists among the various members of nuclear and joint family. Teachers who hail from joint family have shown affection towards their elderly members and relatives. The implication associated with the present finding is that the personality of teachers who belong to the joint family can be considered psychologically and socially sound.

An examination of table 6 reveals that the teachers of govt. schools as compared to the teachers of private schools have more overall adjustment with the family. In view of the above finding it seems adjustment is more important for the teachers of the govt. schools. Teachers of the govt. schools as compared to the teachers of the private schools have realistic appraisal about their own abilities as well as limitations with regard to adjustment in family. In short, it can be said that the behaviour of govt. school teachers is not disturbing to the people who are living in a family.

Chapter Four

CONCLUSIONS AND FURTHER RESEARCH SUGGESTIONS

The findings of the present study can be summarised as:

CONCLUSIONS

- Significant differences existed between the teachers of private schools and govt. schools on all the factors and the overall scores of psychic well-being scale. This finding led to the conclusions that the type of schools certainly affects the psychological well-being of the school teachers.
- Social supports and work supports factors were found to be significantly associated with the teachers of nuclear family. Whereas the social stressors, work stressors, and personal stressors factors were found to be significantly associated with the teachers of joint family.
- Teachers of govt. schools in comparison to the teachers of private schools have shown higher level of family adjustment with respect to and irrespective of factors of family adjustment inventory. From these findings it may be inferred that the type of schools were the teachers work certainly influences family adjustment.
- Teachers of joint family scored significantly higher than the teacher of nuclear family on all the factors of family adjustment inventory and the

overall mean scores. From these findings it appears that family adjustment is found to be of greater extent among teachers of joint family than that of the teachers of nuclear family.

The present study makes it clear that scientific knowledge about psychological well-being and family adjustment of teachers are desirable for schools and family about how to increase happiness and satisfaction among them. To create a better society where happiness and excellence are the prerequisites, a major scientific effort to understand psychological well-being is needed. Nevertheless, in this democratic nation where the human relationships and adjustment are granted respect, people's family adjustment must be even a priority in assessing the success in Indian society.

Although research into psychological well-being continues to grow rapidly, our understanding of the relationship among stressors, supports and mental health remains limited and strong conclusions about these relationships are not yet possible. Researchers studied the concept of psychological well-being from different perspectives. These different researches involve various conceptual and methodological issues.

On the basis of the findings of the present study one can make a case for including mental health, supports and stressors, as the indicator dimension of well-being. The aspect of organizational type (i.e. private / govt. schools) affect the psychological well being of the teachers.

FURTHER RESEARCH SUGGESTIONS

Studies are needed that consider both personality characteristics and organizational variables as combined predictors of psychological well-being

Within each occupation, gender-related similarities and differences need to be identified in the factors of psychological well-being. Specifically the differences between male and female professionals can be examined in terms of good/ poor mental health, social work/ personal supports and social / work / personal stressors dimensions of psychological well-being.

Future research should identify the moderators and mediators of psychological well-being which is being continuously neglected by Indian researchers. This study highlights the importance of examining various types of supports and stressors as the endogenous variable of psychological well-being.

The determination of the extent of family adjustment phenomenon in our society is also important for understanding whether this is related to the teachers of the private and govt. schools. A problem of nearly all previous research on adjustment has been confounded with the social, health, family, economic and educational areas of adjustment.

There is a need for exploring the relationship between work related values/individuals values and family adjustment among teachers of private and govt. schools and in teachers of colleges and universities.

There is a need to determine the personality traits associated with adjustment in general for the teachers' healthy and effective living. The personality traits of the teachers can encourage a healthy and happy family life and can build a well-adjusted and harmonious personality.

There is a need to concern to develop the instruments or tools to be utilized for effective evaluation of successful adjustment.

Currently, the family has changed in its functions and adjustments to the changed conditions must be made. Hence, we need to determine the relative value of human needs and strengths operating in the nuclear and joint-family systems. This could lead to the development of an intervention programme in family life that can function as a basis for family adjustment. An educational intervention programme is essential to the development of teachers' adjustment to personal and educational problems.

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APPENDICES

PSYCHIC WELL-BEING SCALE

INSTRUCTION

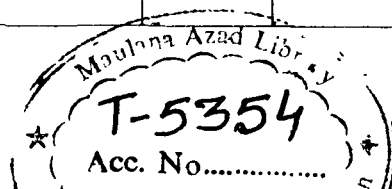
The following 40 statements are concerned with psychic well-being. Please circle the number which best indicates how well the statement applies to you, taking into account your usual feelings of well-being. There are no right or wrong responses. We want your views. Please be honest. Total confidentiality is guaranteed. DON'T SIGN YOUR NAME. Remember, you are the only one who will know how filled out this form. Please feel free to make comments anywhere in the margins, when you want to.

Sl. No.	Statements	Doesn't Apply at all	Applies very slightly	Applies moderately	Applies quite well	Applies very well
1.	I am full of energy and enthusiasm about life.	1	2	3	4	5
2.	I find it easy to relax, play or have fun.	1	2	3	4	5

3.	I often investigate or try new things.	1	2	3	4	5
4.	I am generally satisfied with life.	1	2	3	4	5
5.	I have dreams or aspirations for a better life.	1	2	3	4	5
6.	I don't care what happens and feel like giving up and running away.	1	2	3	4	5
7.	I am moody, sad and depressed or cry easily.	1	2	3	4	5
8.	I keep to myself and avoid others.	1	2	3	4	5
9.	I tire easily, am listless or restless, or have difficulty	1	2	3	4	5

	sleeping.					
10	I often have headaches, back/neck pains, or feel faint or dizzy.	1	2	3	4	5
11.	I get well with my family and neighbors.	1	2	3	4	5
12.	I enjoy being with my friends and doing things with them.	1	2	3	4	5
13.	I am currently in love.	1	2	3	4	5
14.	I have someone whom I can count on to help me.	1	2	3	4	5
15.	I have a number of good, loyal friends or companions.	1	2	3	4	5

16.	There is no one I really care about or who cares about me.	1	2	3	4	5
17.	People are always bothering me.	1	2	3	4	5
18.	People often insult or make fun of me.	1	2	3	4	5
19.	Circumstances make it necessary for me to be separated from my family or those I love.	1	2	3	4	5
20.	People disagree with me or are against what I want to do.	1	2	3	4	5
21.	At work, I feel I am helping to make the world better.	1	2	3	4	5
22.	My work makes me feel important and powerful.	1	2	3	4	5



23.	The people I work with like me.	1	2	3	4	5
24.	Where I work, I have chance to learn and improve myself.	1	2	3	4	5
25.	The work I do gives me personal satisfaction, dignity and pride.	1	2	3	4	5
26.	At work, I have to fight to get ahead.	1	2	3	4	5
27.	My work is too simple, repetitious, routine, and boring.	1	2	3	4	5
28.	People take me for granted, and never appreciate what I do.	1	2	3	4	5
29.	There is no chance to rest when I am tired.	1	2	3	4	5
30.	I have to do too much work.	1	2	3	4	5
31.	I tend to look on the good side of life.	1	2	3	4	5

32.	I am happy about myself; I like who I am.	1	2	3	4	5
33.	I can take the pressure when I have to.	1	2	3	4	5
34.	I recover quickly from stressful events.	1	2	3	4	5
35.	The hardship I have serves a worthwhile purpose.	1	2	3	4	5
36.	I let things bother me for a long time, even though it does no good.	1	2	3	4	5
37.	I have difficulty getting started on what I have to do.	1	2	3	4	5
38.	No matter what I do, it will not be right.	1	2	3	4	5
39.	I am impatient with myself and with other people.	1	2	3	4	5
40.	I need a lot of support and encouragement.	1	2	3	4	5

FAMILY ADJUSTMENT INVENTORY FOR WORKING WOMEN

Instructions:

Given below are a number of questions related to different aspects of family adjustment. Please read each statement and choose one of the responses given against each statement. There is no right or wrong answer. Be frank and choose an answer that best describes your feelings, experiences and thoughts. Your answers will be kept confidential.

1. I feel that life is full of difficulties and problems. Agree/Disagree
/Undecided
2. I often think of committing suicide. Agree/Discharge/Undecided
3. I often feel very tired both mentally and physically Agree/ Disagree
/Undecided
4. I feel that I am not getting enough liberty at home. Agree/ Disagree
/Undecided
5. I feel that I have an independent status of my own. Agree/ Disagree
/Undecided
6. I feel I have too many worries. Agree/ Disagree /Undecided
7. I feel I am making my contribution to society. Agree/ Disagree
/Undecided

8. I feel I am contributing in raising the standard of my family. Agree/
Disagree /Undecided
9. I think that my employment has raised my status in my family. Agree/
Disagree /Undecided
10. I am free to spend my salary as I wish. Agree/ Disagree /Undecided
11. I feel that marriage is a hindrance in personal progress. Agree/ Disagree
/Undecided
12. I feel extremely bad when I am not able to do the domestic work
properly. Agree/ Disagree /Undecided
13. I face tension and strain being in job. Agree/ Disagree /Undecided
14. I face inner conflict due to dual responsibilities of my home and work.
Agree/ Disagree /Undecided
15. Left to myself I would never take up a job. Agree/ Disagree /Undecided
16. Being in job, I am enjoying my life to the full. Agree/ Disagree
/Undecided
17. I am afraid I am losing my femininity and charm. Agree/ Disagree
/Undecided
18. I feel happy when I am with the members of my family. Agree/
Disagree /Undecided
19. It is impossible for me to live away from my family. Agree/ Disagree
/Undecided

20. I cannot take decision on family matters. Agree/ Disagree /Undecided
21. I have too many family responsibilities. Agree/ Disagree /Undecided
22. The atmosphere of my family is very tense. Agree/ Disagree /Undecided
23. There are many conflicts in my family. Agree/ Disagree /Undecided
24. I feel that nobody in my family loves me. Agree/ Disagree /Undecided
25. I feel sometimes like running away from my home. Agree/ Disagree /Undecided
26. I feel that members of my family do not appreciate my work. Agree/ Disagree /Undecided
27. I feel there is too much interference from the members of my family in my personal affairs. Agree/ Disagree /Undecided
28. I get affection and sympathy from my family. Agree/ Disagree /Undecided
29. I am confident that my family will support me if I got into any trouble. Agree/ Disagree /Undecided
30. My family members are proud of my job. Agree/ Disagree /Undecided
31. I have say in my family matters. Agree/ Disagree /Undecided
32. Since I am supplementing the income of my family the enjoy the life better. Agree/ Disagree /Undecided

33. I am continuing to work inspite of all discouragements from the members of my family. Agree/ Disagree /Undecided
34. It is just on the part of the members of my family to expect so much domestic responsibilities from me when I am working women. Agree/ Disagree /Undecided
35. I wish our elders were more liberal in their outlook. Agree/ Disagree /Undecided
36. When I go to work I forget about the worries of any family life. Agree/ Disagree /Undecided
37. I feel I am getting alienated (getting away) from my family. Agree/ Disagree /Undecided
38. I think that I am not able to give the desired love and affection to my children. Agree/ Disagree /Undecided
39. I feel my children are being neglected because of my job. Agree/ Disagree /Undecided
40. I feel that working women should not have children. Agree/ Disagree /Undecided
41. I am very much worried about the future of my children. Agree/ Disagree /Undecided
42. I am doing full justice to the duties towards children. Agree/ Disagree /Undecided

43. I am able to guide and supervise the studies of my children. Agree/
Disagree /Undecided
44. My children help me because I am earning for making their life better.
Agree/ Disagree /Undecided
45. My children are happy because they got good education. Agree/
Disagree /Undecided
46. My children cooperate with me in all situations. Agree/ Disagree
/Undecided
47. My children adjust themselves in any unusual situation created due to
my being in job. Agree/ Disagree /Undecided
48. My children do not complain even if they are left alone in home.
Agree/ Disagree /Undecided
49. My children dislike my going out for job. Agree/ Disagree /Undecided
50. My children are dissatisfied for not getting enough affection from me.
Agree/ Disagree /Undecided
51. My children complain for not being given proper attention and time.
Agree/ Disagree /Undecided
52. I feel my children have a grudge against me. Agree/ Disagree
/Undecided
53. I am not able to concentrate in my work because I am Constantly re-
minded of my children. Agree/ Disagree /Undecided

54. My children are not developing along proper lines because I am not able to pay attention to them. Agree/ Disagree /Undecided
55. I feel that my married life is happy. Agree/ Disagree /Undecided
56. My husband is tolerant. Agree/ Disagree /Undecided
57. My husband is very cooperative. Agree/ Disagree /Undecided
58. My husband's attitude towards me is sympathetic. Agree/ Disagree /Undecided
59. My husband always helps me in every difficulty. Agree/ Disagree /Undecided
60. I discuss any personal problems with my husband. Agree/ Disagree /Undecided
61. My husband helps me in household jobs. Agree/ Disagree /Undecided
62. I feel that my being in job does not affect marital happiness. Agree/ Disagree /Undecided
63. We respect each other as equals and have equal partnership in marital relationship. Agree/ Disagree /Undecided
64. We share the burden and responsibilities of home and children. Agree/ Disagree /Undecided
65. We both are conscious of our duties and responsibilities. Agree/ Disagree /Undecided

66. We have considerations for each other's likes and dislike. Agree/ Disagree /Undecided
67. My husband is an authoritarian person and therefore dominates me. Agree/ Disagree /Undecided
68. My husband gets annoyed, when I am not able to give proper attention to his needs. Agree/ Disagree /Undecided
69. I think I am not fulfilling my duties properly as a wife. Agree/ Disagree /Undecided
70. My husband is very considerate towards me. Agree/ Disagree /Undecided
71. My husband is keen to see me rise in my profession. Agree/ Disagree /Undecided
72. Since both of us are busy throughout the day we eagerly look forward to the company of each other. Agree/ Disagree /Undecided
73. Inwardly my husband does not want me to be in a job. Agree/ Disagree /Undecided
74. I got along well with my relatives. Agree/ Disagree /Undecided
75. I think my relatives are very orthodox. Agree/Disagree/Undecided
76. I think my relatives are suspicious about me. Agree/ Disagree /Undecided
77. My relatives are in favour of my working. Agree/ Disagree /Undecided

78. I receive due attention and consideration from my in-laws. Agree/ Disagree /Undecided
79. I am respected and admired by elders in the family. Agree/ Disagree /Undecided
80. My in-laws are very considerate toward me because they understand the difficulties due to job. Agree/ Disagree /Undecided
81. My in-laws always encourage me. Agree/ Disagree /Undecided
82. I have to face sarcasm from relatives. Agree/ Disagree /Undecided
83. Taking care of my in-law is hampering my responsibilities in the job. Agree/ Disagree /Undecided
84. I feel the members of my family should share some of my responsibilities since I am a working woman. Agree/ Disagree /Undecided

SCORE

Areas	A	B	C	D	E	Total Score

PERSONAL DATA SHEET

Age.....

Designation:.....

Length of Service.....

Marital Status:

Type of Family: Joint / Nuclear,

No. of Children:.....

Type Of School: Private / Government

Name of the School:.....